

WASHINGTON CENTER SPECIAL

#4 O. Jones Street
Greenville, South Carolina 29609

GRADES	K-12 Elementary School	
ENROLLMENT	119 Students	
PRINCIPAL	Ann Poole	864-241-3305
SUPERINTENDENT	Dr. Phinnize J. Fisher	864-241-3456
BOARD CHAIR	Tommie Reece	864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

N/A

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

IMPROVEMENT RATING:

N/A

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 7 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	N/A	N/A	No

DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	40	100.0	15.0	40.0	27.5	17.5	45.0	Yes	Yes
Gender									
Male	26	100.0	15.4	46.2	26.9	11.5	38.5		
Female	14	100.0	14.3	28.6	28.6	28.6	57.1		
Racial/Ethnic Group									
White	27	100.0	11.1	40.7	29.6	18.5	48.1	I/S	I/S
African-American	13	100.0	23.1	38.5	23.1	15.4	38.5	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	40	100.0	15.0	40.0	27.5	17.5	45.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	40	100.0	15.0	40.0	27.5	17.5	45.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	40	100.0	15.0	40.0	27.5	17.5	45.0		
Socio-Economic Status									
Subsidized meals	20	100.0	10.0	45.0	30.0	15.0	45.0	I/S	I/S
Full-pay meals	20	100.0	20.0	35.0	25.0	20.0	45.0		

Mathematics - State Performance Objective = 15.5%									
All Students	40	100.0	15.0	35.0	30.0	20.0	50.0	Yes	Yes
Gender									
Male	26	100.0	15.4	38.5	30.8	15.4	46.2		
Female	14	100.0	14.3	28.6	28.6	28.6	57.1		
Racial/Ethnic Group									
White	27	100.0	14.8	22.2	37.0	25.9	63.0	I/S	I/S
African-American	13	100.0	15.4	61.5	15.4	7.7	23.1	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	40	100.0	15.0	35.0	30.0	20.0	50.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	40	100.0	15.0	35.0	30.0	20.0	50.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	40	100.0	15.0	35.0	30.0	20.0	50.0		
Socio-Economic Status									
Subsidized meals	20	100.0	5.0	50.0	30.0	15.0	45.0	I/S	I/S
Full-pay meals	20	100.0	25.0	20.0	30.0	25.0	55.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	9	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	7	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	9	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	6	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	7	100.0	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	9	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 4	2	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 5	7	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 6	9	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	6	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 8	7	100.0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 119)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	11.0%	N/A	3.6%	2.7%
Attendance rate	89.7%	N/A	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		6.6%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		5.3%	3.5%
Eligible for gifted and talented	0.0%	N/A	5.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	100.0%	N/A	8.0%	8.2%
Older than usual for grade	19.3%	N/A	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	47.8%	N/A	49.5%	51.4%
Continuing contract teachers	82.6%	N/A	81.8%	87.5%
Highly qualified teachers**	95.0%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	10.5%		3.1%	0.0%
Teachers returning from previous year	89.2%	N/A	83.3%	86.7%
Teacher attendance rate	94.6%	N/R	94.7%	94.9%
Average teacher salary	\$42,366	I/S	\$39,933	\$40,760
Prof. development days/teacher	11.2 days	N/R	13.4 days	12.4 days

School				
Principal's years at school	7.0	N/R	4.0	4.0
Student-teacher ratio in core subjects	7.0 to 1	N/R	17.3 to 1	18.9 to 1
Prime instructional time	83.1%	N/R	89.0%	90.0%
Dollars spent per pupil*	\$22,076	N/A	\$6,817	\$6,044
Percent of expenditures for teacher salaries*	63.9%	N/A	63.9%	65.9%
Opportunities in the arts	Good	N/R	Good	Good
Parents attending conferences	87.4%	N/R	99.0%	99.0%
SACS accreditation	No	N/R	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Washington Center, located in Greenville, South Carolina, is a separate school that serves students district-wide who have moderate and severe mental disabilities. Many of the students have concurrent disabilities such as blindness, deafness, speech deficits, motor impairments, physical disabilities, etc. Students are served from throughout the district and special transportation is provided. Staffing committees that are comprised of parents, administrators, classroom teachers, therapists, psychologists and other individuals perceived to have knowledge of the educational needs of students, develop individualized educational programs and make recommendations for placement at Washington Center.

Students in grades K through 12, ages 5 to 21, attend Washington Center. During the school year 2003-2004, Washington Center served 119 students with 17 classroom teachers, 1 homebound teacher and 37 para-educators. Support staff includes: a work adjustment specialist and a daily living instructor as well as art, music and adapted physical education teachers, three administrators, a media specialist, physical, occupational and speech therapists, office personnel, custodial and cafeteria staff, a registered nurse, two licensed practitioners and an orderly. Vision and hearing services are available on an itinerant basis for qualifying students. The physical facility housing Washington Center has 17 classrooms, a multi-sensory room, a gymnasium, a library, art and music classrooms, a hortitherapy center and greenhouse, a daily living classroom and apartment, and a speech lab. Students have access to the State Curriculum through the PACT-Alternate and High School-Alternate Assessments.

The school offers many specialized programs; the Mobility Opportunities Via Education (M.O.V.E.), a comprehensive augmentative communication and assistive technology program, a hortitherapy and daily living program. Adapted Physical education is also offered. All programs are tailored to meet the individual need. Staff believes that "Those You Think Cannot... Can!" The mission of the school is to provide opportunities for students to explore and develop potential for independent functioning and community involvement by addressing students' individual needs and creating a partnership with home, school, and community. Mrs. Ann Poole is our current principal. Mrs. Angela Fender served as our 2003-2004 School Improvement Council Chairman.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	0	7
Percent satisfied with learning environment	100.0%	N/R	I/S
Percent satisfied with social and physical environment	86.7%	N/R	I/S
Percent satisfied with home-school relations	80.0%	N/R	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.